

TEACHING WRITING SUMMARY BY USING MAGNET SUMMARY STRATEGY

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TEACHING WRITING SUMMARY BY USING MAGNET SUMMARY STRATEGY

(A Pre-Experimental Study on the Eleventh Grade Students of SMA Negeri 2 Pontianak in Academic Year 2014/2015)

An Article

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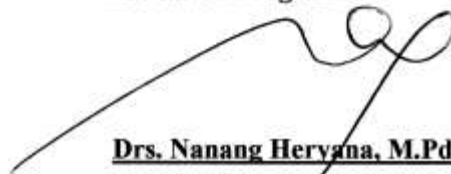
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Abstrak: Penelitian ini bertujuan untuk mengetahui keefektifan strategi magnet summary dalam pengajaran menulis ringkasan terhadap siswa kelas XI SMA Negeri 2 Pontianak tahun ajaran 2014/2015. Penelitian ini dilakukan dengan menggunakan metode pre-eksperimen dengan desain *one group pre-test and post-test*. Sampel dalam penelitian ini adalah kelas XI MIA 1 dan diambil dengan menggunakan teknik sampling rumpun. Data penelitian dikumpulkan dengan menggunakan tes tertulis dan data tersebut dianalisa dengan menggunakan rumus ES (tingkat efektifitas). Hasil penelitian menunjukkan bahwa nilai $t_{ratio} = 10.58$ lebih besar dari $t_{table} = 2.042$, yang berarti bahwa penggunaan strategi magnet summary efektif dalam mengajar menulis ringkasan. Perhitungan ukuran efek adalah 1.71 (> 1.00). Itu menandakan bahwa standar keefektifan test dikategorikan memiliki efek yang sangat kuat. Oleh karena itu, guru dapat menggunakan magnet summary sebagai strategi alternative dalam mengajar menulis ringkasan.

Kata kunci: Magnet Summary, Menulis Ringkasan

Abstract: This research aimed to find out the effectiveness of the magnet summary strategy in teaching writing summary to the eleventh grade students of SMA Negeri 2 Pontianak in academic Year 2014/2015. This research was conducted as pre-experimental study with one group pre-test and post-test design. The sample of this research was class XI MIA 1 and was taken by using cluster sampling technique. The data was collected by administering the written test and was analyzed by using t-test and effect size (ES) formula. The research findings show that the value of $t_{ratio}=10.58$ was bigger than $t_{table} = 2.042$. It means that the use of magnet summary strategy is effective in teaching writing summary. The calculation of effect size is 1.71 (> 1.00), which indicates standard effectiveness of the test is categorized as strong effect. Therefore, teacher can use magnet summary as an alternative strategy in teaching writing summary.

Keywords: Magnet Summary, Writing Summary

Summarizing is regarded as a decoding skill in which a student rewrites what has been read briefly. Kelley & Classen-Grade in Moss and Lap (2010, p. 327) state that summarizing refers to making a brief restatement of the main ideas of a

text called summary. In other words, a summary is the essence of a text which is restated in a few words. A summary differs from a retelling in that a summary contains information about the main points of a text only, whereas a retelling includes an in-depth account of a text containing most facts and details in sequence. In accordance with it, Guthrie *et al.* (2004, p. 15) summarizing refers to forming an accurate, abstract representation of text after reading all or a substantial portion of material. Furthermore, they explain that through summarizing students will identify central ideas in the passage by locating keywords and identifying supporting factual information. It means through summarizing students will learn to identify the key term from a reading and organize the information. It also demonstrates the students' ability to articulate and understand of what is read and it involves synthesizing a lot of information (Klinger *et al.*, 2008, p.120). Therefore, summarizing helps students to identify or generate the main ideas, connect the main or central ideas, eliminate the unimportant details, and remember what we have read.

In teaching English, writing summary is an important skill since it helps students to understand what they have read and also to practice their writing skill. However, some students often find it difficult to write a good summary because they lack of ability to decide topic or main idea of the text and to select the important details and eliminate the redundant ones. Duffy (2009, p.153) states that the best way to teach students to summarize is to teach them to organize their summaries around text structure and the well-written text is always well organized. In other words, teacher can teach students to summarize a text in a written form, such as writing a summary. Then, through teaching writing summary, teacher not only teaches the students the comprehension strategy, but also teaches them how to write sentence from certain words or phrases and then combine the sentences into paragraph. It means that through writing summary, students can both learn how to find the important information from the text and practice their writing skill. One of the strategies in teaching writing summary is magnet summary strategy.

Magnet summary strategy is a strategy which teaches the students about how to make a good summary by finding the important key terms from the text and then composing those words into sentences or paragraph by using their own words. Buehl (2014, p. 140) states that magnet summary assists students to figure out the details from the text and make a summary based on the details by using their own words. This strategy requires students to identify the key term of concepts magnet words from the text and then arrange the important information into a meaningful summary. It helps students to understand how to relate and connect the main idea and the important details found in the text and also how to compose the words into sentences and combine the sentences into paragraph.

Urquhart & Mclev (2005, p.160) elaborate the general procedures of applying the magnet summary strategy: 1) Teacher begins by explaining how magnets attract metal objects. Explain that magnet words will do the same thing. Model the concept by selecting a sample words and identifying keywords or phrases that the sample word might "attract." 2) Teacher chooses the text for the students to read as they complete this exercise independently or with a partner. 3)

To start, teacher may determine the magnet words. As students become more familiar with this strategy, consider having them select their own magnet word. 4) Teacher distributes index cards to students and asks students to write the magnet word in the center. 5) Teacher asks the students to read the text and write key words or phrases on the appropriate cards. 6) Teacher shows the students how they can combine their information on each to write a summary sentence or two on the back of the card. 7) With the summary sentence, teacher instructs students to organize their cards in the order to make logical sense for a summary paragraph.

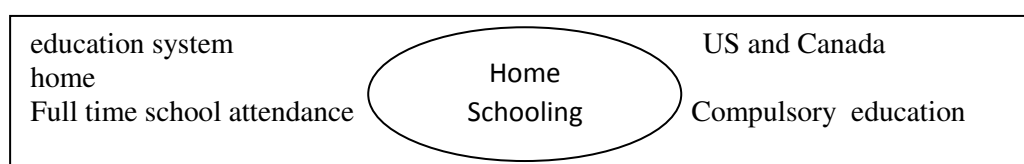
Furthermore, Buehl (2014, p.140-141) also proposed the procedures of applying the magnet summary strategy: 1) To summarize, a reader must identify the most important ideas and eliminate details which are less important. An effective summary requires the reader to paraphrase or re-interpret the reading in his/her own words. 2) Introduce the idea of magnet words to student by explaining how magnets affect the metal objects. As magnet attracts the metal objects, magnet words attract the information. 3) Ask students to read the short passage and to find the key term or concept to which the details in the passage seem to connect. Write the magnet word on the white board and ask students to recall important words or phrases that are related to the magnet words. 4) As you write these details around magnet words, the students also follow the same procedures on an index card. 5) Ask students to reread the passage and figure out three or four additional magnet words. Students work with the partners to identify what are the remaining magnet words should be as they determine the main ideas of each text segment. For the younger students, the text should have more modest length that they should identify a magnet word for each paragraph or section following the heading. 6) Model the students how to organize and combine the information on one card into a sentence. Next, they will work to write sentences that summarize each of their remaining cards. 7) Guide students to arrange the sentences in the order they wish the summary to read.

In applying the magnet summary strategy, index card is the important media on which students write the magnet words or the key word from the text or paragraph that they have read and then write the important details around the magnet words. The example of the use of an index card:

Paragraph :

Home schooling is an education system which provides child's main education program at home. Home schooling takes the place of full-time school attendance and, in the United States and Canada, it usually meets state requirements for compulsory education. Although home schooling could achieve the objectives of compulsory education, there are some points that should be noticed from the home schooling.

Students can write on the index card:



(Picture 1). Example of index card.

Note : The word in the circle is the magnet word while the words outside the circle are the important details

Summary:

Home schooling is a home education system and takes the place of full time school attendance and, in the US and Canada, it can be the compulsory education.

Moss & Lapp (2010, p. 328) explain some advantages of using the magnet summary strategy. First, it includes a graphic organizer that helps students how the ideas in a text are connected and related. Second, teaching summarization by using this strategy is more effective than using a less-structured approach. Third, it leads students to have an effective summary by deciding the important ideas and presenting it in a brief manner. Fourth, it can be used across the curriculum so students can apply it to any content area and it can also be applied for different types and levels of learner.

Hence, in this research, researcher was interested in applying magnet summary strategy. The present study on the use of magnet summary strategy was conducted in 2015 on the eleventh grade students of SMA Negeri 2 Pontianak. This study focuses on finding out the effect of magnet summary strategy in teaching writing summary.

METHOD

In order to know whether teaching writing summary is effective in teaching writing summary,, the researcher decided to conduct the pre-experimental study with one group pre-test and post test design. Gray (2004, p. 78), in one group pre-test post test design, a group is measured by a pre-test, an independent variable is introduced, and the dependent variable measured by a post test. Moreover, Creswell (2009 p. 160) explains that this design includes a pre-test measure followed by treatment and post test for the single group. It means that the researcher used only one group that was the experimental group and then compared the pre-test and post test score of that group.

Celce (2001, p.9) states "Population is an individual or group that represents all the members of a certain group or category of interest". The population of this research is the eleventh grade student of SMA Negeri 2 Pontianak in academic year 2014/2015. The total number of population is 304 students.

According to Urdan (2005, p.1), a sample refers to a subset drawn from the larger population. In this research, researcher took one class as the sample by using cluster sampling technique which means that the entire population was divided into groups and random sample of these groups are selected. Gray (2004, p.395) defines "cluster sampling is a sampling strategy involving successive sampling of units or clusters, progressing from larger units to smaller ones." The entire population of this research consisted of eight classes as the collection of the clusters and researcher chose randomly one class or one clusters from that population as the sample (experimental class) that is XI MIA 1.

The technique of data collecting used by researcher was measurement technique by administering pre-test and post-test on the experimental group. The pre-test was administered to the students before implementing the strategy to know the students' ability in writing summary. After giving the treatment or implementing the strategy, the post-test was administered to see whether the strategy effective in teaching writing summary or not.

To facilitate the process of data collecting, the researcher needed tools or instruments. In this research, researcher used the written test in form of composition test to gather the data. In this research, researcher asked students to write a summary based on the text provided.

Concerning to the research problem which was formulated to find out the effectiveness of the treatment, researcher used the effect size formula.

$$d = \frac{M_D}{S_D} \quad (\text{Beins \& McCarthy, 2012, p.191})$$

According to Cohen in Muijs (2004,p.139), the qualification of the effectiveness is shown by the effect size qualification. The effect size 0-0.20 is qualified as weak effect, 0.21-0.50 is qualified as modest effect, 0.51-1.00 is qualified as moderate effect and >1 qualified as strong effect.

To compute the mean score (M) for pre test and post test of, the researcher divides the sum of students' individual score ($\sum X$) with the number of students (N). The students' individual score is obtained from the total score of correct item of the test the formula applied is as follows:

$$M = \frac{\sum X}{N} \quad (\text{Kubiszyn \& Borich, 2003, p.251})$$

Second, to compute the standard deviation (S) for each group in above formula, the researcher applies the following formula:

$$S = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N-1}} \quad (\text{Ary et al., 2010, p.177})$$

In the above formula, the total sum of interval score ($\sum D$) is obtained by subtracting the sum of the students' score of post-test with the sum of students' score of pre test.

FINDINGS AND DISCUSSION

Research Findings

After conducting the research on the use of magnet summary strategy in teaching writing summary to the eleventh grade students of SMA Negeri 2 Pontianak in academic year 2014/2015, the researcher analyzed some data to

answer the research questions by using t-test and effect size formula. First, the calculation of the t-test is as follows:

$$t = \frac{MD}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{22.34}{\sqrt{\frac{25247 - \frac{(849)^2}{38}}{38(38-1)}}$$

$$t = \frac{22.34}{\sqrt{\frac{25247 - \frac{720801}{38}}{38(37)}}$$

$$t = \frac{22.34}{\sqrt{\frac{25247 - 18968.45}{1406}}}$$

$$t = \frac{22.34}{\sqrt{\frac{6278.55}{1406}}}$$

$$t = \frac{22.34}{\sqrt{4.46}}$$

$$t = \frac{22.34}{2.11} = 10.58$$

(for the calculation of interval scores and interval mean scores between pre test and post test see appendix 3 page)

From the result of the calculation, it is obtained that the value of t_{ratio} is 10.58. The t_{ratio} shows the observed difference is 10.58 times as great as difference that would be expected under a true null hypothesis. Then, the number of degree of freedom (df) equals $N-1 = (38-1) = 37$. To determine the significance of the result, the table of t_{value} is used. In the row of 30 df, it is find 2.042 in the column labeled .05. It indicates under a true null hypothesis and 37 degrees of freedom, t_{ratio} of ± 10.58 or more will occur by chance 5 percent of times. Then, the value of t_{ratio} (10.58) is greater than the value of t_{table} (2.042) which means that the use of magnet summary is effective in teaching writing summary.

Then, in order to know how strong the effect of the treatment is, the effect size formula is applied. The calculation of the effect size is as follows:

$$d = \frac{M_D}{S_D}$$

$$\frac{22.34}{13.03}$$

$$= 1.71$$

(for the calculation of the S_D see appendix)

The calculation shows that the effect size is 1.71 (>1.00). According to the table of effect size qualification, 1.71 is categorized as strong effect.

From the result of pre-test and post-test, there is a different significant achievement. The mean score of pre-test is higher than the mean score of post test. It is proven by the result of the computation of the t-test which shown that the value of $t_{ratio} = 10.58$ which is bigger than $t_{table} = 2.042$. It is also strengthened with the result of the effect size of the treatment which is 1.71 (> 1.00) or has the strong effect. Based on the calculation, the null hypothesis which stated that the use of magnet summary strategy is not effective in teaching writing summary is rejected while the alternative hypothesis which stated that the use of magnet summary strategy is effective in teaching writing summary to the eleventh grade students of SMA Negeri 2 Pontianak in academic year 2014/2015 is accepted and the effect or the treatment is strong.

Discussion

In this research, first, the researcher administered the pre-test to students to know the student's ability in writing the summary. After analyzing the pre-test, researcher found that students still encountered the difficulty in finding the main ideas and the important details from the text. They tend to write the redundant ideas instead of writing the main ideas and important details. It can be seen from the total score of students in pre-test is 2359 with mean score 62.08. To help students in writing summary, in line with Klinger et al (2007, p. 134), students need to be taught how to locate the most important details that support the topic sentence and to delete what is redundant or unimportant. Then, researcher gave the treatment to the students by using the magnet summary strategy in teaching writing. The treatment was given three times and the time allocation for each meeting is 2 x 40 minutes. In the first treatment, students seemed enthusiastic to learn but they were rather confused with the use of the strategy because it was the first time they learn how to write summary by using this strategy. They were still confused with the teacher's instruction and explanation while practicing the strategy especially when finding the main ideas and the supporting details from the text and also how to combine those ideas into sentences or paragraph. Also, when practicing the strategy in group, not all students participated actively in the discussion or shared their feelings and opinions.

In the second treatment, the researcher reviewed what he had explained in the previous meeting. He found some problem that the students have a lack of vocabulary and he tried to modify the strategy from the expert. He gave students an Indonesian text to make them easier in finding the main ideas and supporting details of the text. During this meeting, the students had progress from the previous treatment since they became more familiar with the use of this strategy. They seemed easier to follow the teacher's instruction and got better

understanding in finding the main ideas and the supporting details from the text and they started to become more active in the discussion and are eager to share their feelings and opinions.

Then, in the last meeting, teacher reviewed what he had explained in the two previous meetings. In this meeting, researcher gave students an English text which is different from the pre-test and post-test text. During this meeting, students had a better understanding about the strategy and how it is applied than in previous meetings. Some students can summarize the text based on the word in index card.

After the treatment was given, the researcher gave the post test to know the students achievement after the treatment or to see the effect of the treatment toward students' achievement. After analyzing the post-test, researcher found that students had better understanding in finding the main ideas and the important details instead of the redundant ones and in organizing the ideas in a well-structured summary writing.

By using magnet summary, teacher can give students the best way of teaching how to summarize. It is in line with Duffy (2009, p.15) statement which explain that the best way to teach students to summarize is to teach them to organize their summaries around text structure and the well-written text is always well organized and Buehl (2014, p. 140) Magnet summary is a strategy that helps students rise above the details and construct meaningful summary in their own word. Magnet summary involve the identification of key term of concepts magnet words from a reading, which students use to organize important information into a summary.

In addition, Moss & Lapp (2010, p. 328) teaching summarization by using this strategy is more effective than using less-structured approach since they are required to write a well written text and some advantages of using the magnet summary are : it includes a graphic organizer that helps students how the ideas in a text are connected and related, teaching summarization by using this strategy is more effective than using a less-structured approach, and it leads students to have an effective summary by deciding the important ideas and presenting it in a brief manner.

The result of test shows that the total score in pre-test is 2359 with the mean score 62.08 and post-test is 3208 with the mean score 84.42. The score indicated that the students' achievement in post-test is bigger than pre-test. The interval of both mean score is $84.42 - 62.08 = 22.34$. It means that there is a different score of pre-test after receiving the treatments. Moreover, from the analysis of t-test form, it is found that the value of t_{ratio} (10.58) is bigger than the value of t_{table} (2.042). Then, from the analysis of effect size formula, it is found that the effect size is 1.71 (>1.00) or categorized has strong effect. It means that the use of magnet summary strategy has the strong effect toward students' achievement in writing summary. It is in line with Moss & Lapp (2010, p. 328) that magnet summary helps students how the ideas in a text are connected and

related, teaching summarization by using this strategy is more effective than using a less-structured approach, and it leads students to have an effective summary by deciding the important ideas and presenting it in a brief manner.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The use of magnet summary is effective in teaching writing summary to the eleventh grade students of SMA Negeri 2 Pontianak since there is a different students' significance achievement in writing summary before and after the treatment. It is shown by the result of post-test is higher than pre-test. It is also can be seen that the standard of the effectiveness of the test from effect size is categorized as strong effect. Therefore it can be used across the curriculum so students can apply it to any content area and it can also be applied for different types and levels of learner.

Suggestions

Referring to the research findings and conclusions, it is suggested that teacher may consider the magnet summaries as an alternative strategy to be applied in teaching writing summary in the classroom due to its benefits. First, teacher can apply this strategy along with another technique or activity and also use the media to arouse the students' interest and also to avoid boredom. Then, due to the difficulty found by students in separating the important details from the redundant ones, teacher should explain more clearly and deeply about the supporting details in the text. Since some students still encountered the problem in composing the ideas in their own words which can be seen from the students' answer sheet, teacher should be more concerned with teaching students how to write the summary by using their own words. However, it is suggested that other researchers can conduct the same research in other level of study with different subjects, setting, and other text types to see whether this strategy can also be applicable and effective in teaching writing summary and it is also possible for them to modify the procedures of using this strategy.

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